DOCUMENT RESUME

ED 434 719 JC 990 655

AUTHOR	Abou-Sayf, Frank, Ed.
TITLE	Institutional Research Bulletin, 1995.
INSTITUTION	Hawaii Univ., Honolulu. Kapiolani Community Coll.
PUB DATE	1995-00-00
NOTE	16p.; Colored pages may not photocopy well.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Institutional Research Bulletin v3 n1-7 1995;
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Bulletins; Community Colleges; Educational Change; Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Research; Newsletters; Outcomes of Education; Program Evaluation; Research Reports; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS	*University of Hawaii Kapiolani Community College

ABSTRACT

The "Institutional Research Bulletin" is a collection of research summaries relating to Kapi'olani Community College (KCC) in Hawaii. Highlights from the 1995 volume (February-December) include: (1) spring 1995 enrollment summary; (2) student performance in unpublished classes; (3) performance of KCC students at the University of Hawaii-Manoa's business program; (4) counseling effectiveness; (5) grades in the pre-business program; (6) demographics of ESL students; (7) Waikiki small business survey; (8) impact of overbooking in math courses; (9) comparison of reading habits by major; (10) factors affecting academic performance in radiologic technology; (11) outcomes of ESL students; (12) honor student academic performance; (13) fall 1995 enrollment summary; (14) predictors of student academic success; (15) job placement needs of students; (16) a method to evaluate respiratory care equipment textbooks; (17) factors related to academic status and success; (18) English and math as predictors of performance in pre-business; (19) needs of students on probation; (20) conferment of Associate of Arts degrees; (21) crossover in business education classes; (22) persistence of liberal arts majors; (23) students' perception of academic performance; and (24) an index of "Institutional Research Bulletin," Volume 3 authors and titles. (RDG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434 719

Institutional Research Bulletin
Kapi'olani Community College
Vol. 3 1995

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. Abai-Say F

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

IC 990655

BEST COPY AVAILABLE

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 1, February 1995

Spring 1995 Enrollment At A Glance

Ralph Ohara
Student Services

By the end of the registration period (January 17), the total headcount was 7,122, a drop of 2.2% over Spring 1994, and the first decilne observed since Spring 1987.

Again, the number of continuing students has increased. In Spring 1993, continuing students made up 72.3 percent of the total enrollment. They now make up 78.5 percent of the student population.

Student Count

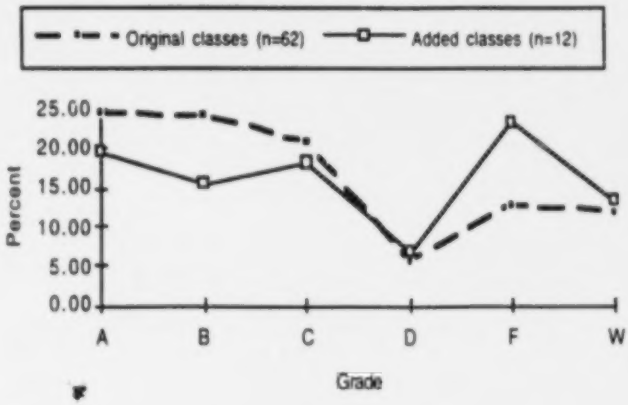
	Spring 1995	Percent Diff. from Spring '94
Major		
Liberal Arts	4,677	-2.6
Business Educ.	695	5.6
Food & Hospitality Educ.	536	21.8
Health Educ.	571	5.2
Legal Assisting	134	-2.2
Unclassified	510	-27.2
Gender		
Females	4,266	-2.5
Males	2,856	-1.7
Attendance		
Full time	2,416	-0.9
Part time	4,706	-2.8
Tuition		
Resident	6,531	-0.5
Non-resident	591	-18.0
Ethnicity		
Asian-Pac. Islander	4,933	-1.7
Caucasian	1,208	-10.8
Mixed	652	-2.5
Others	329	35.9

Somewhat surprising was the decrease in Liberal Arts majors, coupled with increases in the vocational programs, especially in the Food Service and Hospitality Education area. There was also a decrease of 191 unclassified students.

Student Performance in Unpublished Classes

John D Rand
Math/Science

Student performance in classes that were added late to the schedule of courses during Fall 1994 was compared with performance in prescheduled classes. A sample of 12 added classes that matched original courses with at least 3 sections was used. The total number of original classes used was 62.



The graph illustrates the difference in student performance:

- The percentage of failing grades in added classes (24.4%) was statistically significantly higher than that in original classes (12.8%).
- The mean GPA for all added classes (1.90) was also statistically significantly lower than that of original classes (2.43).
- On the other hand, there was no statistically significant difference between the percentage of withdrawals in both cases.

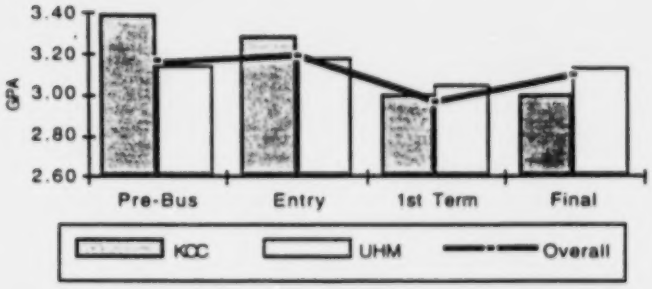
The results indicate that performance in classes that were added late to the regular schedule of courses is lower than performance in classes published in the schedule of courses.

How Do KCC Students Do at UHM's Business Program?

Jack Suyderhoud
College of Business Administration - UHM

A comparison of GPAs of KCC students at Manoa's College of Business Administration with other CBA students was made for the four-year period starting with 1990-1991.

In the pre-business core, KCC students had a significantly higher GPA (3.39) than UHM students (3.15) and higher than the overall GPA, which includes all community colleges, UH Hilo, and Manoa's CCECS (3.17). The entry GPA of all CBA undergraduates was 3.19. KCC students also tended to have a significantly higher entry GPA (3.29), while students originating at UHM had approximately the mean GPA (3.18).



Once in the CBA, students, no matter their original campus, experience a set-back in their grades. UHM students' first term GPA dropped from the pre-business GPA of 3.15 to 3.05 and KCC students' GPA dropped from 3.29 to 3.00. Yet, compared to the overall first-term mean GPA of 2.96, KCC students seem to hold up their GPA well. However, KCC students seem to have a more difficult time recovering from the first term. At graduation, GPAs improve: the mean final GPA for all BBA students is 3.10. Those originating at UHM perform better than average (3.13), while KCC students end up below average (3.01).*

These GPA patterns suggest that KCC students will find that earning the equivalent grades in the UHM BBA program is difficult, and raise the possibility that KCC grade point averages, especially in pre-business courses, are inflated.

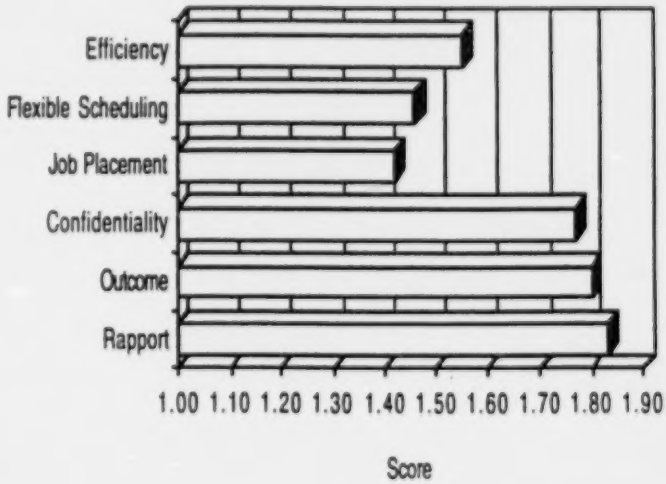
* A limitation in this study is that the data are not based on cohort tracking, and thus exclude dropouts.

Counseling Effectiveness Survey Revisited

Sharoh Moore and Mona Lee
Student Services

During academic year 1993-1994, the Counseling Unit was randomly evaluated by 175 students for quality and effectiveness. The survey consisted of 20 items covering 5 areas: career counseling, academic counseling, counseling services, reception desk, and overall general evaluation.

The overall mean rating was 1.63 on a 3-point scale, where 0 = *does not meet expectations* and 2 = *more than meets expectations*. Individual items which received the highest rating dealt with rapport (1.83), outcome (1.80), and confidentiality (1.77). These three criteria are basic and critical factors that determine counseling success. These results confirmed earlier findings conducted on a smaller sample (*IRB*, Vol. 2, No. 4, May 1994).



Lowest ratings appeared with items dealing with job placement (1.42), flexible scheduling (1.46), and efficiency (1.55). Repeated relocations of the Job Placement Office had an effect on service and lowered the efficiency rating.

Overall results indicated that the Counseling Center more than met students' expectations. Results also have helped to find ways to meet growing challenges.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 2, March 1995

Grades in the Pre-Business Program

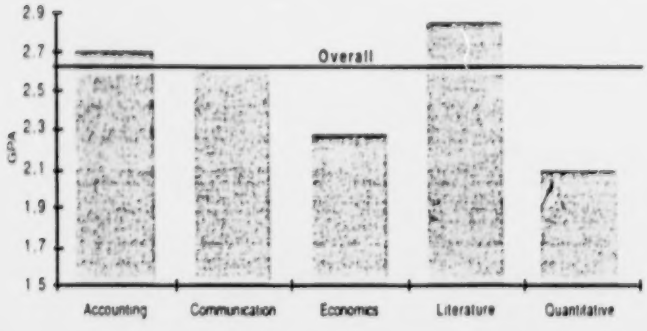
Ibrahim Dik
Economics

In a recent study conducted at the UH College of Business Administration (CBA), KCC students were found to have a higher-than-average GPA at KCC's pre-business program and a lower-than-average final GPA at CBA (*IRB*, Vol. 3, No.1, Feb. 1995). The study suggested the presence of grade inflation at KCC's pre-business program.

Grades were obtained on 7,900 Fall 1993 and Spring 1994 registrations in the various disciplines that make up KCC's pre-business program. These disciplines, the courses they comprise, and the number of registrations (**Reg**) obtained are as follows:

Discipline	Courses	Reg
Accounting	ACC201, ACC202	1,337
Communication	SP151, ENG100	3,819
Economics	ECON130, ECON131	786
Literature	ENG250 through ENG257	1,641
Quantitative	MATH205, QM252	317

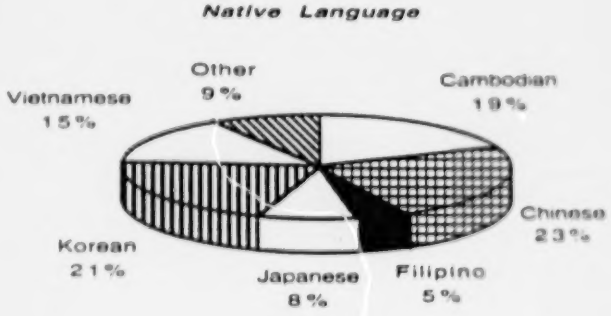
The results, illustrated below, indicate that the lowest grades were obtained in Quantitative courses (2.09) and Economics (2.27), and the highest grades were obtained in Accounting (2.71) and Literature (2.86). All differences among GPAs were statistically significant and could be attributed to different factors that were not analyzed in this study.



Demographics of ESL Students

Francis Noji
Language Arts

In the Spring of 1994, there were 178 students taking ESL or ESL-flagged courses. Of these, 28 percent were Chinese speaking, 26 percent Korean speaking, and 18 percent Vietnamese speaking. The population was predominantly female (66 percent), single (69 percent), and between the ages of 19 and 25 (52 percent). Fifty-six percent of the population planned to live in the US with 12 percent planning to return home.



Twenty-seven percent were at KCC to improve their English while 22 percent planned to get a degree here and 39 percent planned to transfer to a four-year institution.

Seventy percent of the students found out about KCC through word of mouth and 15 percent learned about KCC from their high school counselors.

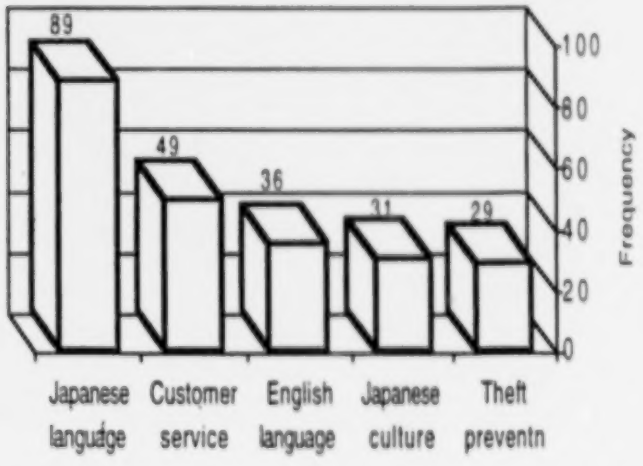
Fifty-eight percent studied only a little English in their country before coming to KCC, and 29 percent had no English background at all. The remaining 13 percent said they studied English a lot before coming to KCC.

Waikiki Small Business Survey

Carol Hoshiko
Community Services

A survey was conducted in November 1994 to determine some of the training needs of the Waikiki small business community, with the intent to plan offerings through the Waikiki Lifelong Center, currently administered by KCC's Office of Community Services. The survey was conducted by students of a KCC Business Education department marketing course.

A total of 145 small businesses (with an average of 6 employees) agreed to the interview, most of them in the retail industry. Training needs identified were mainly with Japanese and English languages, customer service, and theft prevention.



Preferred training times were found to be Mondays and Saturdays at 8:00 a.m., 9:00 a.m., and 7:00 p.m. Preference is for training that does not exceed two sessions and costs no more than $10 per session. If they are unable to attend, respondents would like videotaped training sessions.

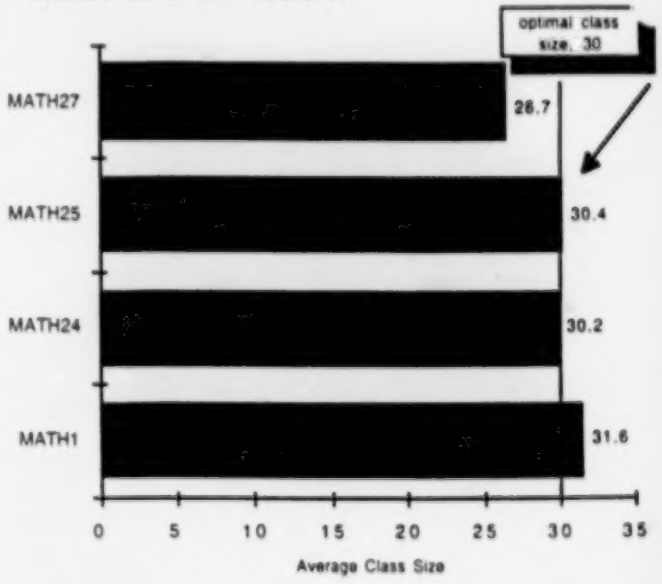
Some interest was expressed in short-term credit courses that cost approximately $60, such as accounting, making business and marketing plans, and business decision making.

Impact of Overbooking in Math Classes

James A Jeffryes
Instructional Services

For Spring 1995, the maximum class size of Math classes below the 100 level was increased to 35, 5 more than the regular size, and was held at that size throughout the regular registration. At the end of the regular registration, the class size was reduced to 25, 5 less than the regular size. This strategy, proposed by the mathematics faculty, provided for students to over-enroll during regular registration, and then restricted changes to withdrawals only during the change period.

By the end of the regular registration period, enrollment in the majority of these classes was at or near 35. This enrollment increase of 5 students, over 66 sections offered, was equivalent to a savings of about 10 sections. At the end of the registration period, withdrawals brought the average class size to 29.6, which is the normal specified maximum class size. Average class sizes varied by course as shown below.



These results are very positive: flexibility was provide for the students with fewer wasted resources and no appreciable change in instructor load. These results also open up the door for similar attempts with othe courses.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 3, April 1995

A Comparison of Reading Habits By Major

Shr Ward
Language Arts

In a Fall 1994 survey of students' reading habits and comprehension, 140 students from Liberal Arts classes and 54 students from Food Service classes responded to the survey. There were no significant differences among Liberal Arts students. But there were a few notable differences between Liberal Arts and Food Service students in time spent on reading, use of resources, and dependency upon lectures.

Compared to Liberal Arts students, more Food Service students spent less time (one hour or less) in reading (***A***), yet they enjoyed books more (***B***), studied assignments more (***C***) and asked questions more (***D***) for understanding. However, they used resources such as dictionaries (***E***) and text summaries (***F***) less, and did less writing on assignments (***G***). Compared to Liberal Arts instructors, Food Service instructors were reported to have helped their students less with assigned homework (***H***). Finally, Food Service students seemed more dependent upon lectures than Liberal Arts students (***I***).

These results suggest that reading habits, comprehension, and the importance of direct instruction differ with the discipline. They may help instructors to understand what type of help their students need.

Factors Affecting Academic Performance in Radiologic Technology

Charles I. Daniels
Anatomy and Physiology

Roland Clements
Radiologic Technology

Two types of self-report instruments were given to two classes of Radiologic Technology (Rad Tech) students: a battery of three standardized imagery tests (*IRB*, Vol. 1, No. 2, Oct. 1993) during the initial orientation class, and an advising survey after the second exam, when study habits had been established. The relative influence of numerous variables on performance was investigated by comparing the answers to these instruments with total test and final exam grades. The purpose of the study was to investigate the relationship between three major imagery measures: clarity, control, and preference (*IRB*, Vol. 1, No. 2, Oct. 1993 and Vol. 2, No. 5, Sep. 1994), and academic performance in the Rad Tech program.

The following results were obtained.

- The Rad Tech students *in toto* were not deviant from the general KCC population in the three individual imaging differences.
- The two Rad Tech classes differed among themselves in scores on the visual and non-visual tests. There was also a significant interaction between academic performance and the individual imagery test scores on one hand and classes on the other hand.
- Significant relationships were also found between the visual ability measures and the visual lab scores.

Where Do ESL Students Go and How Do They Do?

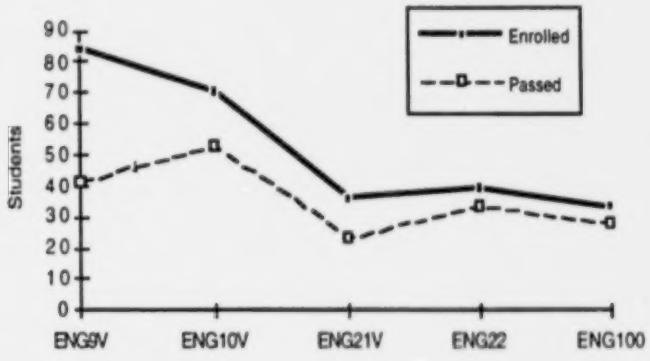
Francis Noji
Language Arts

In the Fall of 1991, 172 students registered in basic ESL courses (ESL 001, 002, 003, 004, and 005). Of these, 69 percent received passing grades at the end of the Fall semester. The following information was obtained by following up these students over several semesters.

Eighty-four of the 172 students (49%) went on to take ENG 9V, and 41 of the 84 (49%) completed ENG 9V successfully.

Seventy (41%) went on to take ENG 10V. This number included 37 of the 41 (90%) who completed ENG 9V, 18 who went on to ENG 10V without completing ENG 9V, and 15 who went directly into ENG 10V from ESL courses. Fifty-three of the 70 (76%) completed ENG 10V successfully. Seventy-seven percent completed the course in one semester, and 23 percent took more than one semester.

Thirty-six (21%) went on to register for ENG 21V. By the Spring of 1994, 23 of them (13% of the total) had completed the course successfully.



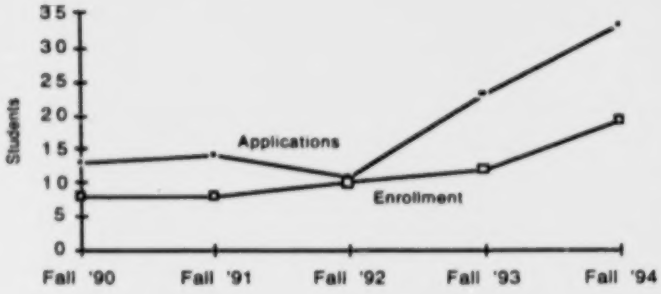
Thirty-nine (23%) of the 172 students registered in ENG 22, and 33 of them had completed the course successfully by the Spring of 1994.

Thirty-three (19%) went on to take ENG 100. Twenty-eight had completed the course successfully by Spring 1994 and 5 were registered in the course in that semester.

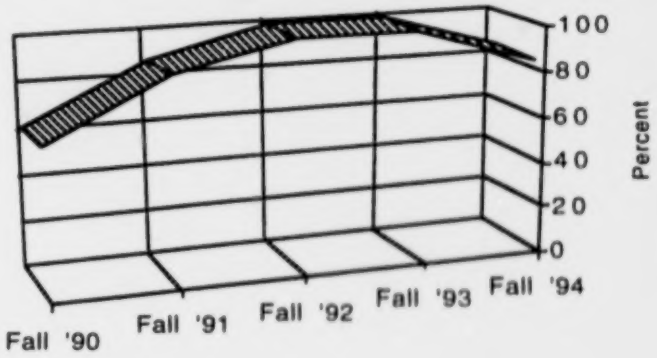
Honors Students Academic Performance

Charlotte Toguchi
Language Arts

Over the past few years, the KCC Honors program steadily has increased in size.



The performance of the Honors program students at KCC also has steadily improved and is presently exceptionally high, with a GPA of 3.75. The Honors classes completion rates are also exceptionally high as shown below.



The performance of the KCC Honors students at the UH-Manoa was also tracked. A follow-up of 19 KCC Honors program students there since 1990 indicated an average GPA of 3.53. This figure is statistically significantly higher than the average cumulative GPA (2.86) of all KCC students who transferred to Manoa during the same time period.

Honors program experience can be influential in the students' academic performance. Confidence building, communication skills, and interaction with other high achievers may play a major role in these students' university success.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 4, September 1995

Editor's Forward

In its third year of publication, the *Bulletin* has potential for a worldwide audience: all issues are indexed and published on the Worldwide Web under *Kapi'olani Information Services*, the KCC home page. The address is *http://naio.kcc.hawaii.edu/kcc/kccinfo.html*. The *Bulletin* will continue to be published in hard copy until the December issue, after which only the electronic version will be available.

The purpose, format, and publication requirements of the *Bulletin* remain unchanged, as stated in the first issue dated September 1993. In addition, and on an exceptional basis such as in this issue, an article will be published on two columns due to the relatively large volume of information that it contains.

All members of the College community -- students, faculty, and staff -- are one more time encouraged to take advantage of this forum and submit articles dealing with current issues such as program reviews, enrollment and success patterns, and alternative or more cost-effective approaches to providing instruction, academic support, and counseling.

Finally, I would like to acknowledge the contribution of Ms. Irena Levy who, over the years, has been diligently working behind the scenes to make this bulletin better written and understood.

Frank Abou-Sayf

Fall 1995 Enrollment At A Glance

Judith Buffington
Registrar

By the end of the registration period (August 26), the total number of students enrolled for credit was 7,417, a decrease of 3.7% from Fall 1994, but an increase of 4.1% over Spring 1995.

New, transfer, and returning students constitute 42% of the population, up from 38% during Fall 1994. Of 5,336 applicants, 3,136 (58.8%) actually enrolled.

Student Count

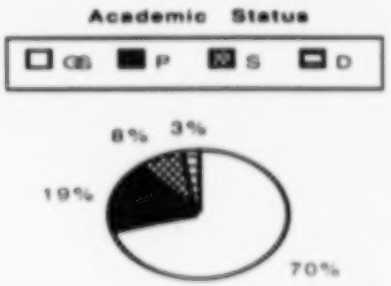
	Fall 1995	Percent Diff. from Fall 1994
Major		
Liberal Arts	4,864	-5.0
Business Educ.	674	-7.5
Food & Hospitality Educ.	596	+14.2
Health Educ.	583	-5.7
Legal Assisting	152	-6.2
Unclassified	548	-0.4
Gender		
Females	4,367	-7.1
Males	3,050	+1.7
Attendance		
Full time	2,875	+0.1
Part time	4,542	-5.9
Tuition		
Resident	6,776	-2.6
Non-resident	641	-13.9
Ethnicity		
Asian-Pac. Islander	5,319	-2.4
Caucasian	1,174	-10.8
Mixed	698	-1.6
Others	226	0.0

Enrollment in all majors decreased by approximately the same proportion, except for Food Service and Hospitality, which increased by 14.2%. Students classified as non-residents continue to decrease.

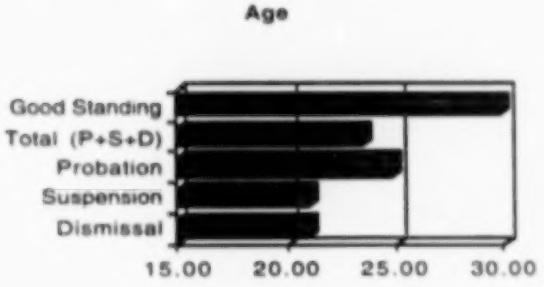
Predictors of Academic Status

Michael Munger
Instructional Services

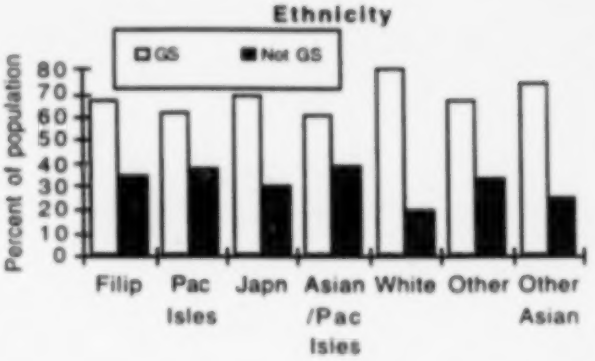
Data on a total of 17,917 students who were registered at KCC anytime between Spring 1992 and Fall 1994 were used to investigate which variables are good predictors of academic status (probation, *P*, suspension, *S*, dismissal, *D*, and good standing, *GS*). The breakdown of these categories in this group is shown below.



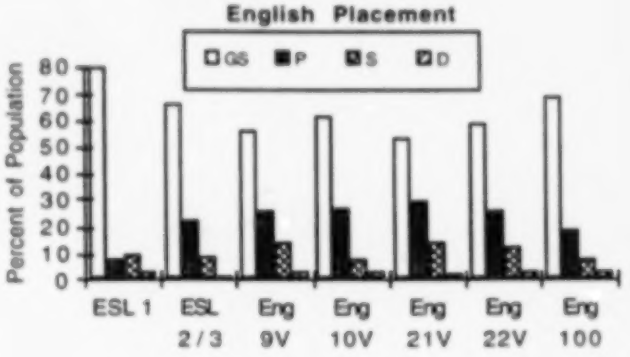
The following variables were investigated: major, ethnicity, gender, age, credits earned, semesters at KCC, marital status, number of dependents, number of years since high school, financial need, outside work, English as a first language, education of parents, disability, and others. Age and cumulative GPA were the only variables found to be statistically significant predictors of academic status. In addition, a number of interesting patterns emerged and are illustrated below, where *Not GS* includes *P*, *S*, and *D*.



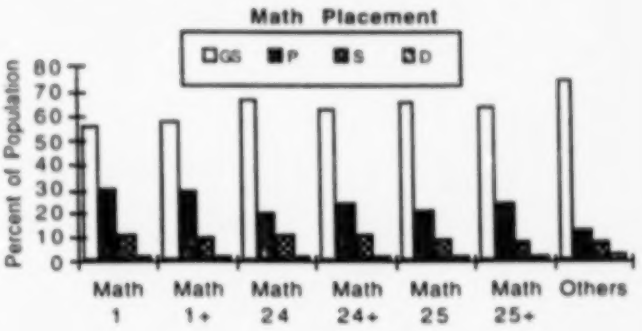
Students in good standing were about 6 years older than those who are not, students on suspension being the youngest.



Caucasians had the highest academic status while Pacific Islanders had the lowest.



Students who placed in both ESL and ENG 100 had the highest academic status while those who placed in ENG 9 and 21V had the lowest.



Students who placed in Math 24 and 25 had the highest academic status while those who placed in Math1 had the lowest.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

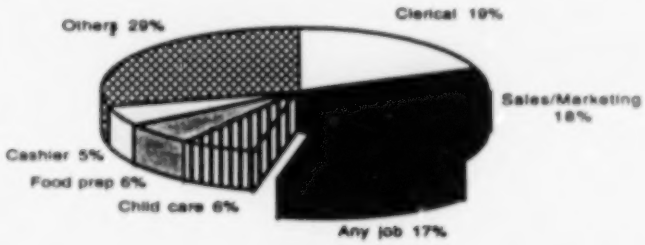
Office of Institutional Research
Vol. 3, No. 5, October 1995

Job Placement Needs of KCC Students

Gemma Williams
Student Services

Results were obtained from semi-structured interviews that were conducted with a random sample of 100 students who sought the services of the Job Placement Office. The majority of the students (78%) were seeking part-time employment, while a few (6%) were looking for full-time employment. These students' majors are as shown, and reflect the same proportion of Liberal Arts students in the total college population.

Positions sought varied and depended partly on positions available. As illustrated below, many students were seeking any employment.



When asked about their career goals, 19 percent were unsure while 81 percent were able to identify a career field of interest or a specific university transfer program. Several studies have indicated that having a career goal is key to student retention. The percentage of unsure students does have implications for counseling.

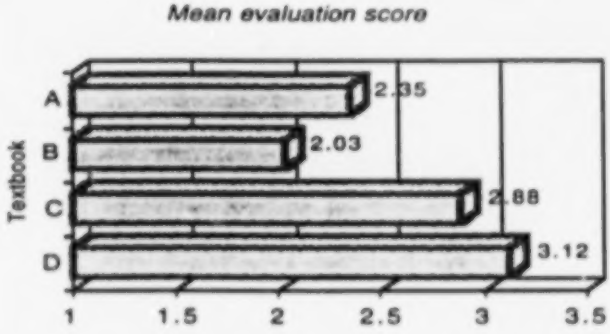
A Method To Evaluate Respiratory Care Equipment Textbooks

Stephen Wehrman
Respiratory Care

A method for instructor and student rating of respiratory care textbooks was designed. Using a Likert-type scale, four major pieces of equipment were rated in terms of readability, indexing, clinical application, and graphics.

Four teams of first-year and 4 teams of second-year students were asked to evaluate 2 of the 4 topics in 4 textbooks. Instructors evaluated all topics in all 4 textbooks.

Data analysis indicated that there was no significant difference among the mean scores of faculty, first- and second-year students. Similarly, there was no significant difference among topic mean scores. There was, however, a statistically significant difference among the textbook mean scores.

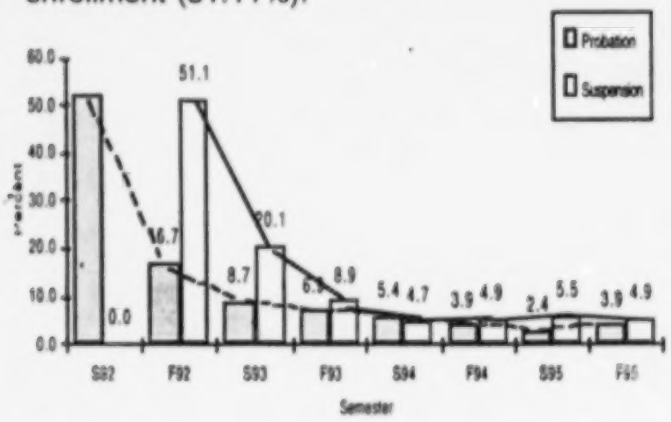


These results, if validated, suggest that students need not be involved in the textbook selection process, since student and instructor evaluation seem to match. This study also accomplished the goals of teaching students basic research concepts as well as devising a systematic, replicable method for instructor evaluation of textbooks.

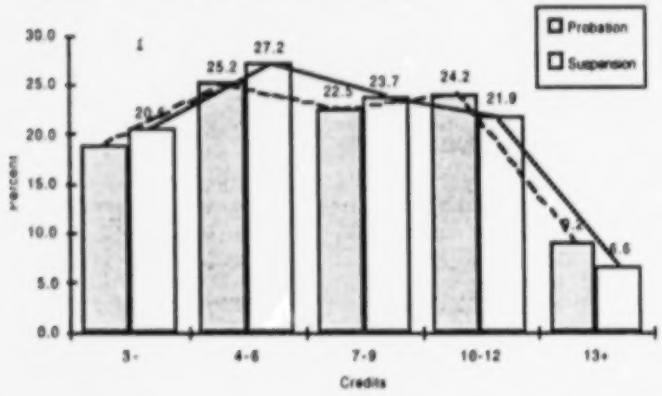
Some Factors Related to Academic Status

Sharoh Moore
Student Services

A total of 1,424 probationary and 452 suspended students who first registered at KCC in the Fall 1991 were tracked for 6 subsequent semesters (S92 through F95). Results indicate that over half of all students experienced their first probation after the first semester of enrollment (52.18%), and their first suspension after the second semester of enrollment (51.11%).



Analysis by workload indicates that most students in poor academic status tend to carry 9 or fewer credits in the term prior to receiving probation (66.64%) or suspension (71.24%). No significant relationship was observed between probationary or suspended students and number of credits carried.

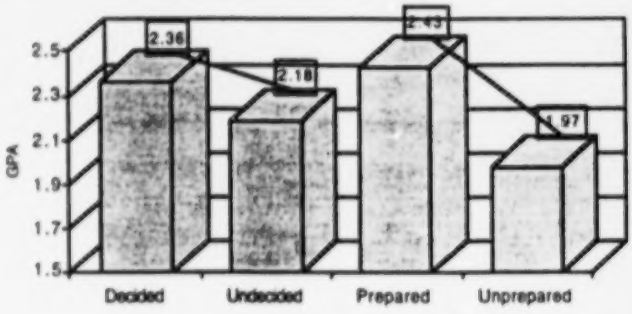


In conclusion, it appears that poor academic status (probation and suspension) seems to be a function of first-year adjustment to college courses, and not a function of credit load only.

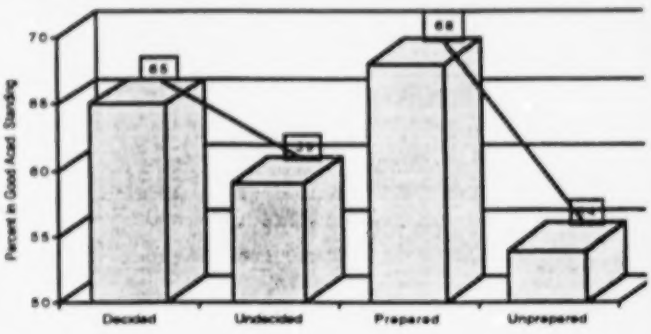
Some Factors Affecting Student Success

Mona Lee
Student Services

Efforts to restructure Student Services have focused on a model that incorporates two critical indicators of success: identification of major and academic preparedness. Analysis of 1,822 student records indicated that 506 (28%) were undecided and 312 (17%) were unprepared in both English and Math. Two-year cumulative GPA indicates that decided or prepared students perform better than their counterparts, and that the difference between prepared (2.43) and unprepared (1.97) is larger than the difference between decided (2.36) and undecided (2.18).



Analysis of academic status (probation, suspension and dismissal versus good standing) revealed the same trends: decided or prepared students have a better academic status, and the difference between prepared and unprepared students is larger than that between decided and undecided students.



These results suggest that the relationship between a student's vision and academic success --though significant-- is less strong than that between preparedness and academic success.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 6, November 1995

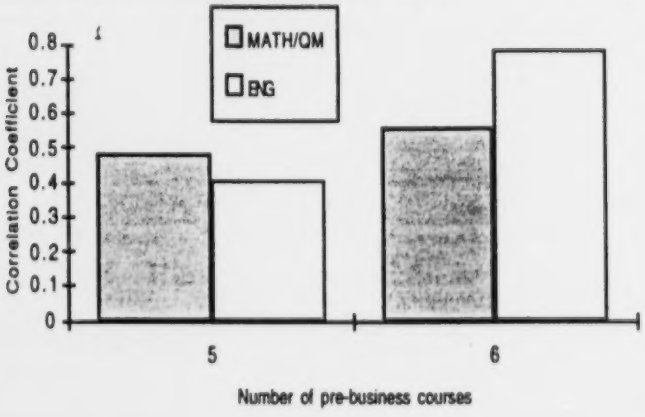
English and Math As Predictors of Performance in Pre-Business

Ibrahim Dik
Economics

A total of 112 students who have taken at least 5 pre-business core courses including MATH 205 or QM 252 and ENG 100 or ESL100 between Spring 1992 and Fall 1994 were selected. Correlation coefficients were calculated between their scores on the following pre-business core courses and one of the predictor courses.

Discipline	Courses
Accounting	ACC201, ACC202
Communication	SP151, ENG100
Economics	ECON130, ECON131
Literature	ENG250 through ENG257
Quantitative	MATH205, QM252

Correlation coefficients were calculated twice: once for students who took a total of 5 pre-business core courses including Math and/or English and once for students who took a total of 6 pre-business core courses including Math and/or English. Correlation coefficients with ESL were based on sample sizes that were too small to report.



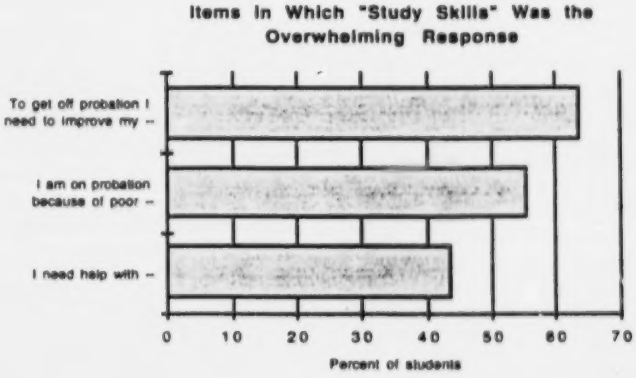
The results indicate that performance on Math/QM and ENG courses is an equally good predictor of performance in pre-business core courses.

Needs of Students on Probation

Sharoh Moore
Student Services

A total of 525 students who were on probation in Fall 1994 and who enrolled for classes in Spring 1995 completed a survey of their needs as part of the pre-registration process. Almost 75 percent of the respondents were Liberal Arts students.

With an average GPA of 1.47, 86.2 percent of the students felt confident in their ability to learn and succeed at KCC, and 88.4 percent were comfortable with college. The most frequently cited reason for being on probation was *poor study skills*. Students also reported that they needed study skills assistance, and that improving their study skills would help them to get off probation.



With an average of 10 credits that semester, these students reported that they study an average of 9 hours per week. Of those who responded to the questions about the last English and Math courses completed, 75 percent reported ENG 100 or higher, and 53 percent reported MATH 25 or higher.

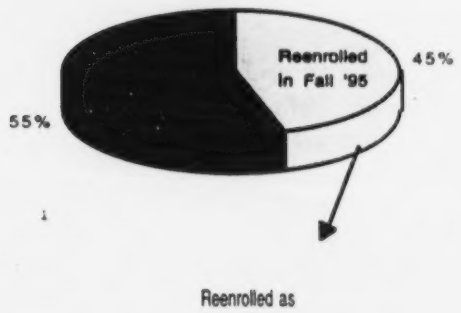
The results of this study seem to indicate that students on probation believe that they mostly lack study skills but are nevertheless confident in their abilities. In addition, this group of students does not appear to be weak in English.

An AA Degree: Students' *Ultimate Goal? Not!*

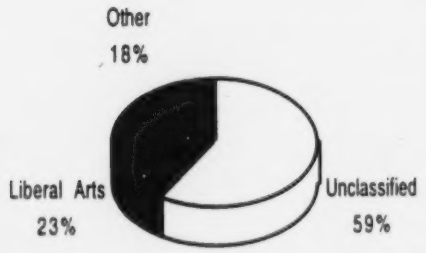
Louise Pagotto
Language Arts

Ninety-seven Associate of Arts degrees were officially conferred on May 14 and August 2, 1995. The vast majority of students applied for their degree after the Spring 1995 and Summer 1995 semester; however, a handful (8 percent) had not been enrolled at KCC since 1994. Theirs was a delayed reaction. Of these 97 AA graduates, 32 (33 percent) were not registered as Liberal Arts Majors at the time they were awarded their degree. They were most often unclassified, legal assisting, or health science students. More interesting to note is that 44 (45 percent) of the students who were awarded AA degrees in Spring 1995 have enrolled for Fall 1995 classes. Of these 44, 26 (59 percent) are unclassified; 10 (23 percent) continue to be registered as Liberal Arts majors, and the other 8 returnees are Business Education, Legal Assisting, and Health Sciences students. Apparently, it's not over even when it's over.

Liberal Arts Graduates of AY 1994-1995



Reenrolled as



Crossover in Business Education Classes

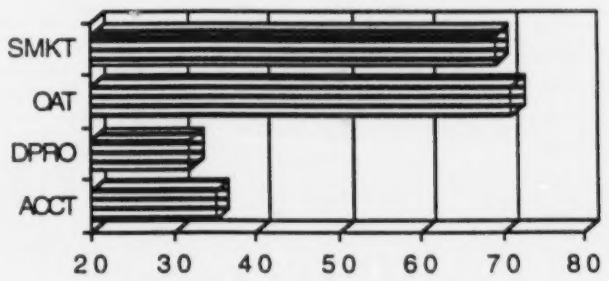
Ralph Ohara
Institutional Research

An analysis of the majors of students enrolled in Business Education classes during Fall 1995 indicated considerable differences in the areas of Accounting, Data Processing, ICS, OAT, and Sales & Marketing.

	Percent Majors		
Discipline	This major	Lib. Arts	Others
Accounting	35	48	17
DPRO	32	52	16
ICS	n/a	71	29
OAT	71	5	24
SMKT	69	27	4

As shown, 71 percent of students who attend OAT courses are OAT majors. This is the highest percentage. In contrast, 32 percent of students who attend DPRO courses are DPRO majors, which is the lowest percentage. The high percentage of Liberal Arts students in Accounting classes is likely due to enrollment in ACCT 201 and ACCT 202 of pre-business students.

Percent of Students In Same Major as Courses Taught



A cursory examination of the data over the last four years showed that the percentage breakdown has remained stable except for DPRO enrollment. There, the proportion of majors has dropped from a high of 82 percent in 1992 to the current 32 percent. During this same period, the enrollment of Liberal Arts majors in DPRO has increased from 12 percent in 1992 to the current 52 percent.

Institutional Research Bulletin

Kapi'olani Community College
4303 Diamond Head Rd, Honolulu, HI 96816

Office of Institutional Research
Vol. 3, No. 7, December 1995

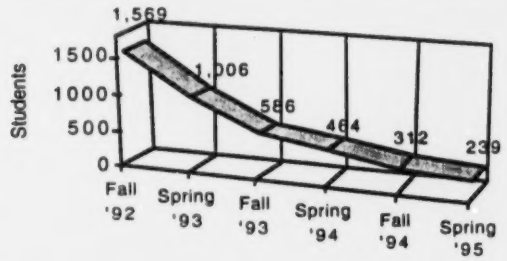
Persistence of Liberal Arts Majors

Ralph N. Ohara
Institutional Research

Louise Pagotto
Language Arts

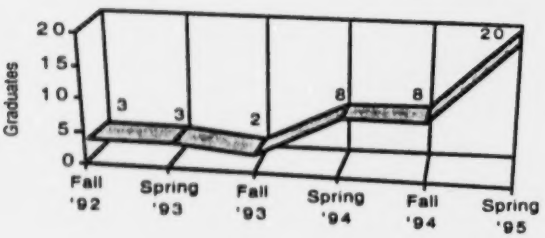
A measure of student persistence in Liberal Arts was obtained by following up the number of majors who remained enrolled for a continuous period of 1.5 times the duration of the program, that is, six semesters.

Persistence of Liberal Arts Majors, Fall 1992 Cohort



As shown, of 1,569 students who entered in Fall 1992, almost two-thirds of the cohort (586) were no longer enrolled after the first year. However, the persistence rate increases dramatically after the initial two semesters: 239 of the 586 students who began in Fall 1993 were still enrolled at the end of the sixth semester, Spring 1995.

Liberal Arts Graduates, Fall 1992 Cohort



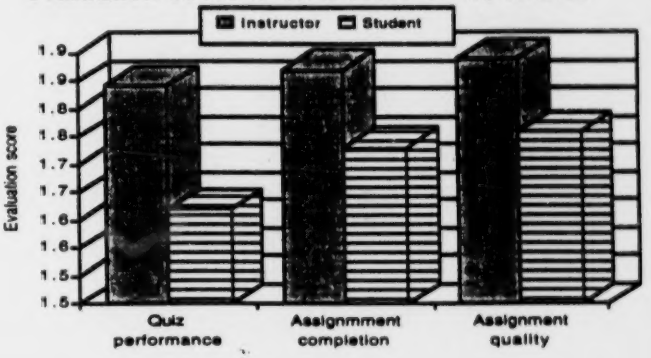
Some of the students fail to return for a good reason: forty-four students (3 percent) graduated, only 16 (1 percent) within the first two years.

Students' Perception of Academic Performance

Christopher Lilly
Student Services

Academic performance of each student in the Special Student Services Office is routinely evaluated at midterm by obtaining information from both student and instructor. A special form is used for this purpose. The form includes an estimated grade to date and a rating of performance on six categories: quiz performance, completion of assignments, quality of assignments, test performance, participation, and attendance. Both the student and the instructor fill out the same form without seeing the other's responses.

Results for 89 students were analyzed to determine whether there are differences in perception of class performance between student and instructor during the first part of Fall 1995. Teachers rated the students' grades higher than the students did (2.51 versus 2.35). Teachers also rated 5 of the 6 categories higher and tied on the sixth. Ratings on the 3 categories with the largest differences are illustrated, where the evaluation score is on a scale of 1.0 to 2.0.



The results of this study seem to indicate that students perceive their performance less favorably than their instructors and may not feel as confident about their expectation for success.

Index, Volume 3, 1995

Author

Buffington, Judith. Fall 1995 Enrollment At A Glance 3,4, Sep

Clements, Roland *(with Charles I Daniels)*. Factors Affecting Academic Performance in Radiologic Technology 3,3, Apr

Daniels, Charles I *(with Roland Clements)*. Factors Affecting Academic Performance in Radiologic Technology 3,3 Apr

Dik, Ibrahim. Grades in the Pre-Business Program 3,2, Mar
--English and Math As Predictors of Performance in Pre-Business 3,6, Nov

Hoshiko, Carol. Waikiki Small Business Survey 3,2, Mar

Jeffryes, James A. Impact of Overbooking in Math Classes 3,2, Mar

Lee, Mona *(with Sharoh Moore)*. Counseling Effectiveness Survey Revisited 3,1, Feb
--Some Factors Affecting Student Success 3,5, Oct

Lilly, Christopher. Students' Perception of Academic Performance 3,7, Nov

Moore, Sharoh *((with Mona Lee)*. Counseling Effectiveness Survey Revisited 3,1, Feb
--Needs of Students on Probation 3,6, Nov
--Some Factors Related to Academic Status 3,5, Oct

Munger, Michael. Predictors of Academic Status 3,4, Apr

Noji, Francis. Demographics of ESL Students 3,2, Mar
--Where Do ESL Students Go and How Do They Do? 3,3, Apr

Ohara, Ralph. Spring 1995 Enrollment At A Glance 3,1, Feb
--Crossover in Business Education Classes 3,6, Nov
--Persistence of Liberal Arts Majors *(with Louise Pagotto)* 3,7, Dec

Pagotto, Louise. An AA Degree: Students' Ultimate Goal? Not! 3,6, Nov
--Persistence of Liberal Arts Majors *(with Ralph Ohara)* 3,7, Dec

Rand, John D. Student Performance in Unpublished Classes 3,1, Feb

Suyderhoud, Jack. How Do KCC Students Do at UHM's Business Program? 3,1, Feb

Toguchi, Charlotte. Honors Students Academic Performance 3,3, Apr

Ward, Shr. A Comparison of Reading Habits By Major 3,3, Apr

Wehrman, Stephen. A Method To Evaluate Respiratory Care Equipment Textbooks 3,5, Oct

Williams, Gemma. Job Placement Needs of KCC Students 3,5, Oct

Title

A Comparison of Reading Habits By Major. *Shr Ward* 3,3 Apr

A Method to Evaluate Respiratory Care Equipment Textbooks. *Stephen Wehrman* 3,5, Oct

An AA Degree: Students' Ultimate Goal? Not! *Louise Pagotto* 3,6, Nov

Counseling Effectiveness Survey Revisited. *Mona Lee and Sharoh Moore* 3,1, Feb

Crossover in Business Education Classes. *Ralph Ohara* 3,6, Nov

Demographics of ESL Students. *Francis Noji* 3,2, Mar

English and Math As Predictors of Performance in Pre-Business. *Ibahim Dik* 3,6, Nov

Factors Affecting Academic Performance in Radiologic Technology. *Charles I Daniels and Roland Clements* 3,3, Apr

Fall 1995 Enrollment At A Glance. *Judith Buffington* 3,4, Sep

Grades in the Pre-Business Program. *Ibrahim Dik* 3,2, Mar

Honors Students Academic Performance. *Charlotte Toguchi* 3,3, Apr

How Do KCC Students Do at UHM's Business Program? *Jack Suyderhoud* 3,1, Feb

Impact of Overbooking in Math Classes. *James A Jeffryes* 3,2, Mar

Job Placement Needs of KCC Students. *Gemma Williams* 3,5, Oct

Needs of Students on Probation. *Sharoh Moore* 3,6, Nov

Predictors of Academic Status. *Michael Munger* 3,4, Sep

Persistence of Liberal Arts Majors. *Louise Pagotto and Ralph Ohara* 3,7, Dec

Some Factors Affecting Student Success. *Mona Lee* 3,5, Oct

Some Factors Related to Academic Status. *Sharoh Moore* 3,5, Oct

Spring 1995 Enrollment At A Glance. *Ralph Ohara* 3,1, Feb

Student Performance in Unpublished Classes. *John D Rand* 3,1, Feb

Students' Perception of Academic Performance. *Christopher Lilly* 3,7, Dec

Waikiki Small Business Survey. *Carol Hoshiko* 3,2, Mar

Where Do ESL Students Go and How Do They Do? *Franjis Noji* 3,3, Apr